

Table 1

Region 3- List of Barriers

Triggering Question: "What are barriers for your region to what "ought to be done" to create a sustainable model of assistive technology to support students in accessing and progressing in the general education curriculum?"

#: Barrier

- 1: A LACK OF VESTED INTEREST FROM ALL STAKEHOLDERS
- 2: TIME TO IMPLEMENT TRAINING FOR STAFF, PARENTS, AND STUDENTS
- 3: DIFFERING VIEWS OF A CHILD'S POTENTIAL
- 4: NO SENSE OF URGENCY
- 5: MISUNDERSTANDING OR LACK OF KNOWLEDGE REGARDING DIFFERENTIATION AMONG STUDENT POPULATIONS
- 6: LACK OF FORMALIZED APPROACH TO IMPLEMENTING TECH INTO THE CLASSROOM
- 7: LACK OF COLLABORATION BETWEEN ASSISTIVE TECH CONSULTANTS AND CONSULTANTS FOR RTI AND THE CURRICULUM CONSULTANTS
- 8: LACK OF A CONSISTENT PROCESS FOR IDENTIFYING AND DELIVERING ALTERNATIVE INSTRUCTIONAL MATERIALS
- 9: [DELETE] LACK OF COLLABORATION TO ENSURE ONGOING EFFECTIVENESS OF ASSISTIVE TECH
- 10: THE PERPETUATION OF THE 'EXPERT' MODEL
- 11: IDENTIFYING STAKEHOLDERS TO IMPLEMENT A SUSTAINABLE MODEL
- 12: DIFFERING VIEWS REGARDING THE LEVEL OF NEED/ EXPERTISE FOR ASSISTIVE TECH PERSONNEL
- 13: NOT ENOUGH STAFF TO SUPPORT TECH
- 14: UNDERSTANDING ASSISTIVE TECH IS A TOOL TO ENGAGE STUDENT PARTICIPATION
- 15: ACCESS TO TEACHING STAFF FOR PD
- 16: LACK OF PD FOR ALL STAFF - GEN ED AND SPEC ED - IN ASSISTIVE TECH
- 17: WITHIN HIGHER EDUCATION GEN EDUCATORS MISUNDERSTANDING OR POTENTIALLY NEGATIVE PERCEPTIONS OF THE ROLE OF ASSISTIVE TECH
- 18: INSUFFICIENT FUNDS FOR ASSISTIVE TECH DEVICES AND ESPECIALLY FOR PD/TRAINING ON THE DEVICE
- 19: LACK OF EXPOSURE TO DIFFERENT ASSISTIVE TECH DEVICES AND SYSTEMS
- 20: THE TEACHERS UNWILLINGNESS TO ALLOW STUDENTS TO USE ASSISTIVE TECH DUE TO FAIRNESS ISSUE
- 21: LACK OF A DATA COLLECTION SYSTEM TO ASSESS THE EFFECTIVENESS OF ASSISTIVE TECH
- 22: STAFF FEELING OVERWHELMED WITH NEW REQUIREMENTS AND EXPECTATIONS
- 23: [DELETE] CONFLICT BETWEEN OLD SCHOOL AND NEW SCHOOL IDEAS ON HOW TO DELIVER CURRICULUM
- 24: SOME INFLEXIBILITY BY STAFF BECAUSE ASSISTIVE TECH ADAPTATIONS MAY BE PERCEIVED AS MORE WORK
- 25: THE DIFFICULTY IN DEALING WITH PARENTS WHO ARE INDIFFERENT TO TRAINING AND EDUCATION

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- 26: THE LACK OF ACCESSIBILITY TO QUALITY STUDENT LITERATURE AT THE ELEMENTARY LEVEL
 - 27: THE NEED FOR FOCUSED COLLABORATION
 - 28: LACK OF COLLABORATION WITH OUR STATES STANDARDIZED ASSESSMENT PROGRAM AND WHAT IS ACCEPTABLE ACCOMMODATIONS
 - 29: WE LACK TEAMS TO SUPPORT THE IMPLEMENTATION OF ASSISTIVE TECH
 - 30: THE PRESENCE OF A DEFENSIVE RELATIONSHIP BETWEEN DISTRICTS AND FAMILIES
 - 31: LACK OF INCLUSION MODEL - WHAT THAT LOOKS LIKE AND HOW IT IS SUPPORTED
 - 32: NO CLEAR PATH
 - 33: THE INADEQUACIES OF THE CURRENT STATUS OF TECH AVAILABLE IN SOME SCHOOLS
 - 34: LIMITATIONS BY STATE AND FEDERAL USE OF FUNDS
 - 35: DIFFERENT VIEWS ON HOW MUCH ASSISTIVE TECH SHOULD BE PERMITTED FOR USE BY STUDENTS
 - 36: LACK OF ACTUAL IMPLEMENTATION AFTER TRAINING
 - 37: THE TIME ELEMENT REQUIRED FOR PROFESSIONAL DEVELOPMENT
 - 38: LIMITED USE OF ALTERNATIVE MODELS OF PD
 - 39: LACK OF AN ORGANIZED DATABASE FOR ACCESSIBLE CURRICULUM MATERIALS
 - 40: THE LACK OF PHYSICAL SPACE, TIME, AND FLEXIBILITY WITHIN SCHOOLS FOR EFFICIENT USE OF TECH
 - 41: INADEQUATE TRAINING OF PROVIDERS - SCHOOL TO HOME
 - 42: BURN-OUT
 - 43: MINIMAL USE OF A THOROUGH DECISION-MAKING PROCESS
 - 44: CONFLICT BETWEEN GEN ED AND SPECIAL ED
 - 45: FAILURE FOR ALL PLAYERS TO PLAY NICELY
 - 46: INADEQUATE LEVEL OF EVALUATION TOOLS AND EQUIPMENT
 - 47: NEGATIVE PERCEPTION BY OTHERS OR STIGMA BY STUDENTS THEMSELVES WHO NEED TO USE THE ASSISTIVE TECH IN GEN ED CLASSROOMS
 - 48: LACK OF STAFF'S EMPOWERMENT AND PASSION TO STATE THEIR WANTS AND NEEDS
 - 49: ABSENCE OF MENTORING RELATIONSHIPS
 - 50: POOR COMMUNICATION

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51: STAFF CHANGES

52: PROCESS ORIENTED VS. CONTENT ORIENTED INSTRUCTION

53: [DELETE] LACK OF AVAILABLE TECH

54: HIT AND RUN

55: LACK OF ACCOUNTABILITY OF GENERAL ED TEACHERS FOR SPECIAL ED STUDENTS AND THEIR DIFFERENTIATED NEEDS